


Helping Children Develop Self-Confidence

This book features a Black girl growing up through everyday moments of joy, love, and sadness. Across these moments, she does one gesture: raising her hands. This is a story of empowerment for Black children, one that turns the phrase “hands up” on its head to give children confidence and celebrate that self-confidence is built through connection with one’s community.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
RELATE 	<ul style="list-style-type: none"> ◆ Explore feelings of pride and accomplishment. 	<ul style="list-style-type: none"> ◆ Narrate self-confidence ◆ Acknowledge effort

TEACHING TIP

Children develop self-confidence through strong relationships with others. For example, children love showing to others their pride when they accomplish something that was difficult, or they depend on adults’ help when things get tough. To believe that they are capable, children need to feel valued and part of a community. This is particularly true for children of color who typically face multiple structural and interpersonal barriers that hinder their sense of belonging.

1. INTRODUCE

- ◆ “Let’s all raise both of our hands (model the gesture). Today we’re going to read *Hands Up!* This story is about a girl who raises her hands to celebrate when she feels proud and also to ask for others’ help when needed.

2. READ THE BOOK

- ◆ Pause occasionally to narrate the girl’s feelings of accomplishment.
- ◆ Acknowledge the community (grandmother, parents, teacher, peers) that supports the girl through the story.

Acknowledge Effort and Narrate Others’ Role in Supporting Children’s Self-Confidence		
<p>Read: “Stretch high, almost there, hands up! Got it get clean, reach for the sink, hands up!”</p> <p>Acknowledge: “Here she is trying really hard to reach that cup (point to illustration) and here she is working hard to clean”</p>	<p>Read: “It’s all right, baby girl, I’ll help, hands up.”</p> <p>Ask: “She’s really sad here (point to the tears). But it looks like an adult will give her a helping hand. How do you think that will make her feel?”</p> <p>Acknowledge: “She was trying hard ride her bike, and she had someone to help her when she fell. It is okay to depend on others when you need them!”</p>	<p>Read: “... On top of the world, trophy to the sky, hands up.”</p> <p>Acknowledge: “She feels so proud here. Look at her smiling (point to her face) and celebrating with her friends who are lifting her up (point to all the hands in the bottom)”</p> <p>Connect: “Have you ever felt proud when you tried really hard and accomplished something that seemed difficult? Did you celebrate?”</p>

3. REVIEW

- ◆ “Sometimes we feel proud and want to celebrate our accomplishments with our loved ones. Other times, things get tough, and we need help from others. You should know that your family and friends will always be there for you!”

4. KEEP IT GOING

- ◆ Either when children come to you to show you an accomplishment or to ask for help, make an effort to intentionally appreciate the connection. For example, “You feel really proud of your drawing *and wanted to share it*” or “You identified that you needed help *and asked for help to put the final block on your tower.*” Acknowledging children’s efforts to connect will help them feel safe and part of the classroom community. When children feel safe and connected, they are more likely to feel confident in exploring and taking risks.